

Didactic Bases of Formation of Culture of Interpersonal Relations in Primary School Students

Nuriddinova Diyora

Teacher of Namangan State University

ANNOTATION

Games help children develop qualities such as a sense of community, discipline, courage, perseverance, and ability to overcome difficulties. The child seeks to accomplish the tasks of daily adult activities through play. In the article we will talk about the importance of educational games in the effective teaching of primary school students.

KEYWORDS: *personality, interpersonal culture, interpersonal relationships, didactics, didactic games, the formation of a culture of interpersonal relationships, the formation of interpersonal relationships in the family and school.*

The ongoing process of interaction in science today shows that in the field of pedagogy, the personality factor plays an important role in the formation of a culture of interpersonal relationships. At a time of radical reforms in the education system, the Law of the Republic of Uzbekistan "On Education" successfully implements the tasks set out in the National Training Program, which covers all stages of the educational process. In addition, this system, along with the radical reform of the education system, serves the complex development of education as a single educational and scientific complex. The study of interpersonal relationships is one of the most important tasks today in improving the efficiency of the education system. The problem of studying the culture of interpersonal relationships among primary school students is of particular interest to many scholars of all ages. This is why many scholars are dealing with problems of interpersonal relationships, and these problems are relevant today. The family, pre-school education and schools play a key role in shaping the effectiveness of interpersonal relationships.

Philosophical, psychological and pedagogical bases of the culture of interpersonal relations in the Republic, issues of formation of the culture of interpersonal relations on the basis of national education O.Musurmanova, M.Kuronov, R.Safarova, A.Ochildiev, M.Davletshin, E.Gaziev, N.Safaev, D.Ruzieva, N.Egamberdieva, Sh.Shodmonova, M.Bekmurodov, Z.Salieva, Z.Azimova, A.Khalikov.

The interaction of primary school students with their peers is becoming increasingly important for a child's development. At the same time, students develop not only knowledge-oriented activities, but also the most important skills of interpersonal communication and moral behavior. At the primary school age, for the first time, there are activities that are carried out for the separation of play and labor, that is, for pleasure, which take the child in the process of activities aimed at self and objective achievement. important and socially evaluated outcome. This difference between play and work, including educational work, is an important feature of school age.

At the age of primary school, a child becomes a member of a real work team for the first time, both at school and in the family, which is a key condition for shaping his or her personality. The result of this new position of the child in the family and in school is to change the nature of the child's

activities. Community life, organized by the school and the teacher, leads to the development of complex social feelings in the child and the practical mastery of the most important forms and rules of social behavior. Educational activity becomes a leading activity of primary school age. This determines the most important changes in the development of the psyche of children at a certain age.

From the first days of school, the child is involved in the process of interpersonal interactions with classmates and the first teacher. The school environment, the classrooms, the number of students in the school, the period of adaptation to school, communication with classmates make it a little difficult to form relationships at first. That is why children make their first relationship through a teacher. During the initial acquaintance, the conversations become passive and slowly activate. Personal qualities such as kindness and attentiveness, independence, self-confidence, honesty are important for the formation of mutual kindness and friendship in the formation of interpersonal relationships in school students.

Gradually, after the child has fully mastered the school environment, he or she develops a system of personal relationships in the classroom.

A group of schoolchildren who have an awkward position in the system of personal relationships in the classroom have similar characteristics: such children have difficulty communicating with their peers, are quarrelsome, and can manifest themselves as cunning, disgusting, capricious, rude, and separately; often they are characterized by cunning, pride, and greed.

First graders evaluate their peers primarily by qualities that are easily visible from the outside, as well as features that the teacher often pays attention to.

By the end of primary school age, eligibility criteria will change slightly. First and foremost is also social activity and beautiful looks. At this age, some personal qualities are also important for children: independence, self-confidence, honesty. With age, children increase the completeness and adequacy of their awareness of their position in the peer group.

A young learner is a person who actively masters communication skills. At this age, there is a rapid establishment of friendly relations. Acquiring social interaction skills with the ability to make friends with a group of peers is one of the most important tasks of development at this age.

With the advent of school, there has been a decline in collective connections and relationships among children of primary school age relative to the kindergarten preparatory group. This of the team novelty and for the child new training activity with related q.

Peers groups with social reciprocal relationship skills take over and make friends ability this young stage of child development the best important functions is one [2].

New social situation and self keep new rules to school to go first in the year of children compliance degree increase take this is coming new group access natural is the result. This age peers with communication important role plays. This only own dignity enough adapts and new conditions of children socialization help gives, but their knowledge stimulates [3].

First class student's relationship basically teacher by training process formed reach through determined. This in the classroom status and interpersonal relationship formation help gives _

Small school students relationship to himself specific feature that is, their friendship, rule as an external life conditions and random of interest in general based on.

Exactly primary school age of friendship socio-psychological events of children individual as selectively obtained deep interpersonal attitude as show they will be reciprocal kindness feeling and another unconditionally acceptance to do based on reciprocal affection with separated costs _ The

use of didactic games in the formation of interpersonal relationships in the primary grades plays an important role in the restoration of communication.

There is a specific purpose to teaching children to play. In particular, didactic games are important in **order to form a culture of interpersonal relationships** in primary school students. Didactic games, in particular, allow for the development of interpersonal relationships by infinitely repeating and changing game modes, adding different things to the game. Didactic games differ in their form from creative games that are mainly played in kindergarten, as well as games that the teacher explains through storytelling and reinforces by asking students one by one. In the classroom, as well as in the school yard, didactic games serve the function of teaching, communication, and are conducted in a fun, engaging, understandable way. Children practice diligently in order to win, they become accustomed to completing each given task, and as a result they become more interested in completing didactic tasks.

Didactic games help to better understand the purpose of each lesson, the goals and objectives of each exercise. Didactic games involve the demonstration of learning, the teacher's speech, and the children's movement, resulting in unity in cognition (visual, auditory, skin sensory cues). This allows the children to think about what the teacher says and to express what is being said, i.e. the students follow the rules of the didactic games themselves.

The structural features of didactic games allow for the analysis of student performance. That is why all children act with interest during play. Didactic games affect a child's emotions, instilling in him a positive attitude and interest in winter. The children play the game with great pleasure. and they eagerly await the start of the game, involuntarily imagining the joyful scene of tomorrow's school day.

Each didactic game involves most children or an entire class of students. For example, in the game "Circular Examples" all children solve problems, in "Chain" 10 children, in "Shop" 8-12 children, in "Ladder" almost all students solve problems, etc. In addition, in the difficult process, even some children directly even if they don't participate, they participate in the game directly through gestures. For example, they close their eyes and listen to who knocks how many times, and watch how well their peers solve the example in games like "Best Accountant" and "Who is more accurate and faster". We know that children not only grow in their own work, but also in the process of play, they learn to live in harmony. It should be noted that in these games, children learn to control themselves. Games children disciplined does.

Didactic games help to better understand the purpose of each lesson, the goals and objectives of each exercise. Didactic games involve the demonstration of learning, the teacher's speech, and the children's movement, resulting in unity in cognition (visual, auditory, skin sensory cues). This allows the children to think about what the teacher says and to express what is being said, i.e. the students follow the rules of the didactic games themselves.

The structural features of didactic games allow for the analysis of student performance. That is why all children act with interest during play. Didactic games affect a child's emotions, instilling in him or her a positive attitude and interest in winter. The children play the game with great pleasure. and they eagerly await the start of the game, involuntarily imagining the joyful scene of tomorrow's school day.

Each didactic game involves most children or an entire class of students. For example, in the game "Circular Examples" all children solve problems, in "Chain" 10, in "Shop" 8-12 children, in "Ladder" almost all students solve problems, etc. In addition, in the difficult process, even some children directly even if they don't participate, they participate in the game directly through gestures. For example, they close their eyes and listen to who knocks how many times, and watch how well their

peers solve the example in games like “Best Accountant” and “Who is more accurate and faster”. We know that children not only grow in their own work, but also learn to live in harmony during play. It should be noted that in these games children learn to control themselves. does.

What is the educational value of didactic games? Experience has shown that didactic games help to cultivate solidarity and discipline, as each game is associated with the desire to win and requires strict and consistent adherence to the terms and rules of the game. During games such as "Who is more accurate and faster", "Do not be idle", "The best accountant", "Dictation to remember what you saw", students should be able to keep quiet in the classroom they are able to sit back calmly, listen carefully to the sounds, and look at the numbers intently.

There are also children who playfully in class and force the teacher to reprimand them 10-15 times in one lesson. However, during the game, the behavior of such children changes completely. They behave immediately, do not wait for the teacher to show them the rules of the game, but follow the rules themselves fluently and independently. In the process of didactic games, children are taught the qualities of cohesiveness, saving time as much as possible.

Experience shows that didactic games help to cultivate and develop in children a sense of friendship, brotherhood and hard work. In games such as "Who's better in the line", "Chain", "Ladder", "Let the one who knows keep counting", children fight for the honor of their peers, the line in which they stand and their class. When those lined up compete with students in the second row, the task is completed by one or more students in one of the rows, or an entire row.

Usually children encourage their partners, and if their peers do the task correctly, they will be very happy and proud of it. It should also be noted that during the game, children do not experience negative traits such as jealousy, overheating. Didactic games help to cultivate a creative personality, because each game, each repetition of which requires a new approach to the task. And the need to address it leads to creative research.

Didactic games cultivate the most necessary willpower qualities, such as diligence, perseverance, ability to complete the work started. For example, in the game “Circular Examples” you have to solve all six examples, otherwise you will not know whether the last number corresponds to the first. That’s what keeps kids active, and they don’t stop setting an example.

In a "shop" type game, it is not enough to "buy" toys, but also to calculate (add) the price of a few toys, to think about how much money should be "returned". Children perform complex mathematical operations in a “fun squares” game. At the same time, students have to perform several actions at once, compare the results, think about the possible results and give up the wrong calculation. It all passes quickly, with great interest and mental activity. As the shyness disappears in the students who see the big, beautiful ball, they begin to invent numbers at first with difficulty and then with courage.

During the game, the children would have a correct understanding of the environment, which will help the children to diversify the content of the task (while thinking independently). In games such as "Shop", "What did I knock on?", "Theater", "Kindergarten" and "Hospitality", children learn about life around them, the quality of things, weights, prices, etc., which strengthens the spatial imagination.

Didactic games bring the teacher closer to the children, the teacher becomes not only an educator in the eyes of children, but also a true friend. This eliminates bed rest, especially in the early days. Thus, games evoke a positive attitude in children towards the teacher and reading.

Extracurricular activities are an effective way for children to spend their free time. Games such as "joints", "industry", "and interesting squares" are used effectively in additional training. The children willingly agree to stay after school and quickly complete the assignment given to them.

References

1. Bobomurodova A. The use of game tasks in the process of teaching the native language: Ped. fan. nom. ... dis. - Tashkent, 1996.
2. H.Ibragimov, U.Yuldashev, H.Bobomirzaev. Pedagogical psychology T2007.
3. "National Training Program" G.G. Higher education (a set of normative legal and methodological documents). - Tashkent: 2004.
4. S. Matchonov et al. Organization of primary school lessons on the basis of pedagogical technologies. - T.: "Yangiyul polygraph service", 2008.
5. M. Umarova, Sh. Hakimova. Reading lessons (methodical manual for 3rd grade teachers). - T.: Cholpon, 2008.
6. Rahimjanovna S. M. Teaching ethics to students in technology education //Asian Journal of Multidimensional Research (AJMR). – 2020. – Т. 9. – №. 3. – С. 119-122.
7. Rahimjanovna S. M. The professional skill and competence of modern educator–pedagogue //European Journal of Research and Reflection in Educational Sciences. – 2019. – Т. 2019.
8. Shermatova M. R. Boshlang'ich sinf o'quvchilarini texnologiya fanida amaliy ishlar orqali har tomonlama tarbiyalash //Интернаука. – 2019. – №. 1-2. – С. 58-59.
9. Shermatova M. R. The Issue Of Education In The Novel Of " Turkey Gulistan Or Morals" By Abdulla Avloniy //Научная дискуссия: вопросы педагогики и психологии. – 2016. – №. 12. – С. 206-210.
10. Shermatova M. R. The Analysis of Examples of Classical Literature in the Primary School //Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN. – С. 2456-6470.
11. Shermatova M. R. Work On Teaching Classical Literature To Primary School Students //The American Journal of Social Science and Education Innovations.-2021.-Ò. – 2021. – Т. 3. – С. 600-605.
12. Шерматова М. Р. Особенности и методики применения информационно-коммуникативных технологий для активизации учебной деятельности в образовательном процессе на уроках в начальной школе //Молодой ученый. – 2017. – №. 7. – С. 509-511.
13. Шерматова М. Р. Межличностные взаимоотношения в преподавании технологии //Молодой ученый. – 2017. – №. 43. – С. 129-131.
14. Шерматова М. Р. Технологии и труд как части образовательной культуры //педагогика и психология в современном мире: теоретические и практические исследования. – 2018. – с. 101-104.
15. Шерматова м. Реализации ИКТ для активизации учебной деятельности младших школьников //молодежь и системная модернизация страны. – 2017. – С. 451-454.
16. Шерматова м. Образование. – 2019.
17. Шерматова М. Р. Труд и его технология преподавания //Интернаука. – 2017. – №. 22. – С. 27-28.
18. Шерматова м. Р. Практические методы и приемы реализации икт для активизации учебной деятельности младших школьников //молодежь и системная модернизация страны. – 2017. – С. 451-454.

19. Abdullaev K. A. Methods For Using Geographic Materials And Fine Arts In The Process Of Training Autobiography Writers //International Journal of Progressive Sciences and Technologies. – 2021. – Т. 24. – №. 2. – С. 433-436.
20. Abdullaev K. A. The Use Of Interdisciplinary Integration Technologies In The Process Of Working On The Text Of Prosaic Works //International Journal of Progressive Sciences and Technologies. – 2021. – Т. 24. – №. 2. – С. 429-432.
21. Abdullaev K. A. Using historical, scientific and artistic works in learning the personality of alishernavoi //Scientific Bulletin of Namangan State University. – 2020. – Т. 2. – №. 6. – С. 231-235.
22. Yusufjonova M. Abdulla Kahhar As A Skillful Translator //European Journal of Research and Reflection in Educational Sciences Vol. – 2019. – Т. 7. – №. 12.
23. kizi Yusufjonova M. A. A Household Tale in Korean Folklore //International Journal Of Discourse On Innovation, Integration And Education. – 2021. – Т. 2. – №. 2. – С. 259-263.
24. Yusufjonova M. A fairy tale as a reflection of the national culture of the people //ACADEMICIA: An International Multidisciplinary Research Journal. – 2021. – Т. 11. – №. 3. – С. 2533-2539.
25. Yusufjonova, Madinabonu. "Analysis of a Korean Household Fairy Tale." Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470.
26. Qizi Y. M. A. Tilning Lingvoetnik O'ziga Xosligi Tushunchasi //Oriental Art and Culture. – 2021. – №. 7. – С. 202-208.
27. https://scholar.google.com/citations?view_op=view_citation&hl=ru&user=oFQQFL0AAAAJ&citation_for_view=oFQQFL0AAAAJ:9yKSN-GCB0IC
28. Юсуфжонова м. А. К. Художественные средства, используемые в корейских пословичных изречениях //молодежь и системная модернизация страны. – 2017. – С. 53-55.
29. Юсуфжонова м. А. К. Особенности перевода корейских пословиц и поговорок //Поколение будущего: взгляд молодых ученых. – 2016. – С. 226-230.
30. Худайбергенова З. Н. и др. "Tahgun Haqida Afsona", "Ondal", "Va "Qirol Kim Suro Haqida Afsona" Asarlaridagi Iboralarning Leksik-Semantik Xususiyatlari //Молодой исследователь: вызовы и перспективы. – 2017. – С. 196-199.
31. Sulaymonov M. Y. Studying the creativity of hafiz khorezmi based on the biographical method //Scientific Bulletin of Namangan State University. – 2019. – Т. 1. – №. 4. – С. 190-196.
32. Guzalkhon M. The Need To Develop Linguistic Competence In Students In Primary School Mother Tongue Classes //Eurasian Scientific Herald. – 2022. – Т. 6. – С. 48-50.
33. Mahamadjanovna A. N. et al. Use of Educational Technologies to Increase the Effectiveness of Natural Education.(Integrated Integrated Education and Technological Steam) //Annals of the Romanian Society for Cell Biology. – 2021. – Т. 25. – №. 7. – С. 1155-1161.
34. Uluhuzhaev N. Z. Formation Of Spiritual Qualities In Students Of Elementary Classes At The Lessons Of The Native Language //International Journal of Progressive Sciences and Technologies. – 2021. – Т. 24. – №. 2. – С. 445-448.
35. Лутфетдинова Р. Х., Улухужаев Н. З. ОЦЕНКА ПЕДАГОГИЧЕСКОЙ ДЕЯТЕЛЬНОСТИ УЧИТЕЛЯ НАЧАЛЬНЫХ КЛАССОВ //NovaInfo. Ru. – 2016. – Т. 4. – №. 44. – С. 275-281.

36. Nuraliyeva K. I. Boshlangich sinf oquvchilarining kreativ salohiyatini shakllantirishning psixologik xususiyatlari //Oriental renaissance: Innovative, educational, natural and social sciences. – 2021. – T. 1. – №. 6. – C. 208-214.
37. Diyora N. Some methodological aspects of the formation of a culture of interpersonal relationships in primary school students //Galaxy International Interdisciplinary Research Journal. – 2022. – T. 10. – №. 3. – C. 803-806.
38. Shaamirova Y. K. et al. Directing to do homework with effort of elementary school children //Scientific Bulletin of Namangan State University. – 2020. – T. 2. – №. 1. – C. 278-283.
39. Abdurahmanova S., Sulaymanov M., Ahmadjonovna G. R. Topics and specific features of alisher navoi's prose works //ACADEMICIA: An International Multidisciplinary Research Journal. – 2021. – T. 11. – №. 12. – C. 674-679.
40. Goibbayeva R., Abdurahmanova S., Solikhojayeva H. INTERPRETATION OF KINGS IN ALISHER NAVOIS «HISTORY OF THE PROPERTY OF AJAM» //Theoretical & Applied Science. – 2021. – №. 6. – C. 404-406.
41. Mahmudova N. Ensuring Learning Independence through Self-Awareness in Primary School Students //International Journal of Development and Public Policy. – 2022. – T. 1. – №. 8. – C. 6-14.
42. Alisherovna M. N. Pedagogical And Psychological Features Of The Small School Age //International Journal of Progressive Sciences and Technologies. – 2021. – T. 25. – №. 1. – C. 327-334.
43. Makhmudova N. A. THE ROLE OF INNOVATION IN PRIMARY EDUCATION //Scientific Bulletin of Namangan State University. – 2019. – T. 1. – №. 11. – C. 298-301
44. Makhmudova N. ORGANIZING MATHEMATICS IN THE PRIMARY CLASSES WITH THE HELP OF INTERACTIVE METHODS //Интернаука. – 2020. – №. 33. – C. 79-81..
45. Alisherovna M. N. FAMILY AND SCHOOL COOPERATION AS A PEDAGOGICAL CONDITION FOR THE FORMATION OF SOCIAL EXPERIENCE IN STUDENTS //European Journal of Research and Reflection in Educational Sciences Vol. – 2020. – T. 8. – №. 11.
46. Alisherovna M. N., Tokhirjonkyzy G. G. The professional development of teachers of primary education, improvement of the professional qualifications and skills //Asian Journal of Multidimensional Research (AJMR). – 2020. – T. 9. – №. 3. – C. 87-91.
47. Barno A. M. Improving the methodological training of future primary school teachers using the example of geometry //ACADEMICIA: An International Multidisciplinary Research Journal. – 2021. – T. 11. – №. 3. – C. 2528-2532.
48. Mahmudova N. Ensuring Learning Independence through Self-Awareness in Primary School Students //International Journal of Development and Public Policy. – 2022. – T. 1. – №. 8. – C. 6-14.
49. Alisherovna M. N. Pedagogical And Psychological Features Of The Small School Age //International Journal of Progressive Sciences and Technologies. – 2021. – T. 25. – №. 1. – C. 327-334.
50. Makhmudova N. A. THE ROLE OF INNOVATION IN PRIMARY EDUCATION //Scientific Bulletin of Namangan State University. – 2019. – T. 1. – №. 11. – C. 298-301.

51. Alisherovna M. N. FAMILY AND SCHOOL COOPERATION AS A PEDAGOGICAL CONDITION FOR THE FORMATION OF SOCIAL EXPERIENCE IN STUDENTS //European Journal of Research and Reflection in Educational Sciences Vol. – 2020. – T. 8. – №. 11.
52. Alisherovna M. N., Tokhirjonkyzy G. G. The professional development of teachers of primary education, improvement of the professional qualifications and skills //Asian Journal of Multidimensional Research (AJMR). – 2020. – T. 9. – №. 3. – C. 87-91.
53. Hamidova M. O. The Character's Interpretation In" Olaboji" //International Journal of Progressive Sciences and Technologies. – 2021. – T. 24. – №. 2. – C. 449-452.
54. Obidovna H. M. Portrait and Writer's Intention //International Journal of Development and Public Policy. – 2022. – T. 1. – №. 8. – C. 25-26.
55. Obidovna H. M. ARTISTIC IMAGE AND METHODOLOGY OF THE WRITER //Web of Scientist: International Scientific Research Journal. – 2022. – T. 3. – №. 3. – C. 666-673.
56. Barno A. M. Improving the methodological training of future primary school teachers using the example of geometry //ACADEMICIA: An International Multidisciplinary Research Journal. – 2021. – T. 11. – №. 3. – C. 2528-2532